

**THE CORRELATION BETWEEN LISTENING ABILITY AND THEIR  
SPEAKING PERFORMANCE AT THE SECOND YEAR OF  
MADRASAH ALIYAH (MA) MASMUR PEKANBARU**



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PEKANBARU  
1432 H/2011 M**

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Thesis

Submitted to Fulfill One of Requirements

For Undergraduate Degree In English Education



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## **SUPERVISOR APPROVAL**

The thesis entitled “*The Correlation between Students’ Listening Ability and Their Speaking Performance at the Second Year of Madrasah Aliyah (MA) Masmur Pekanbaru*”, is written by Rosmita NIM. 10614003412. It has been accepted and approved to be examined in the final examination by The Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau, to fulfill a requirement for getting Undergraduate Degree (S.Pd.) in English Education.

Pekanbaru, Sya’ban 5, 1432H  
Juli 7, 2011M

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## EXAMINER APPROVAL

The thesis entitled “*The Correlation between Students’ Listening Ability and Their Speaking Performance at the Second Year of Madrasah Aliyah (MA) Masmur Pekanbaru*”, is written by Rosmita NIM. 10614003412. It has been approved and examined by the examination committee of undergraduate degree on Sya’ban 5, 1432 H/Juli 7, 2011 M at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of requirements for Undergraduate Degree (S.Pd.) in English Education.

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## **SUPERVISOR APPROVAL**

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## APPENDIX 1

Value of r-table and t-table  
for validity of items.  
(one tailed test)

df	t	r
1	3.078	0.951
2	1.886	0.800
3	1.638	0.687
4	1.553	0.608
5	1.476	0.551
6	1.440	0.507
7	1.415	0.472
<b>8</b>	<b>1.397</b>	<b>0.443</b>
9	1.383	0.419
10	1.372	0.398
11	1.363	0.380
12	1.356	0.365
13	1.350	0.351
14	1.345	0.338
15	1.341	0.327
16	1.337	0.317
17	1.333	0.308
18	1.330	0.229
19	1.328	0.291
20	1.325	0.284
21	1.323	0.277
22	1.321	0.271
23	1.319	0.265
24	1.318	0.260
25	1.316	0.255

(Hartono, 2010:152)

“r” table of Product Moment  
Correlation Coefficient.  
(two tailed test)

df	TARAF SIGNIFIKAN	
	5%	1%
1	0.997	1.000
2	0.950	0.990
3	0.878	0.959
4	0.811	0.917
5	0.754	0.874
6	0.707	0.834
7	0.666	0.798
<b>8</b>	<b>0.632</b>	<b>0.765</b>
9	0.602	0.735
10	0.576	0.708
11	0.553	0.684
12	0.532	0.661
13	0.514	0.641
14	0.497	0.623
15	0.482	0.606
16	0.468	0.590
17	0.456	0.575
<b>18</b>	<b>0.444</b>	<b>0.561</b>
19	0.433	0.549
20	0.423	0.537
21	0.413	0.526
22	0.404	0.515
23	0.369	0.505
24	0.388	0.496
25	0.381	0.487

(Hartono, 2010:154)

### Try Out Score of Students' Listening Ability

Items of the Test	Students										Number of Items
	1	2	3	4	5	6	7	8	9	10	
Item 1	1	0	1	1	1	0	0	1	0	0	5
Item 2	0	1	1	0	1	0	1	0	0	0	4
Item 3	0	0	1	1	1	1	1	1	1	0	7
Item 4	0	1	1	1	1	1	1	0	0	0	6
Item 5	0	1	1	1	1	1	1	1	0	0	7
Item 6	0	1	1	1	1	0	1	0	1	0	6
Item 7	0	0	1	1	1	1	1	1	0	1	7
Item 8	0	0	1	1	0	0	1	1	1	0	5
Item 9	0	1	1	1	0	0	1	1	0	0	5
Item 10	1	0	1	0	1	0	1	1	1	0	6
Item 11	1	1	1	1	1	0	1	0	0	0	6
Item 12	0	0	1	1	1	0	1	0	0	1	5
Item 13	1	0	1	1	1	0	1	1	1	1	8
Item 14	0	1	1	1	1	1	1	0	0	0	6
Item 15	1	0	1	1	1	0	1	1	1	0	7
Item 16	1	1	1	1	1	1	1	1	0	1	9
Item 17	1	1	1	1	1	1	1	0	0	0	7
Item 18	0	0	1	1	0	0	1	1	1	0	5
Item 19	1	0	1	0	1	1	1	1	0	0	6
Item 20	0	0	1	1	1	0	1	1	1	1	7
Item 21	1	0	1	1	1	0	1	1	1	1	8
Item 22	1	0	0	1	1	1	1	0	1	0	6
Item 23	1	0	0	1	1	0	1	1	1	1	7
Item 24	1	0	1	0	1	0	1	1	0	1	6
Item 25	0	1	1	1	1	0	0	0	0	0	4
Total	12	10	23	21	22	9	23	16	11	8	155

#### 1. The validity of the test

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \cdot \sum X^2 - (\sum X)^2][N \cdot \sum Y^2 - (\sum Y)^2]}}$$

$$t = \frac{r \sqrt{N - 2}}{\sqrt{1 - r^2}}$$

Number of item	r test	<b>r table</b>	t test	<b>t table</b>	validity	classification
Item 1	0.561	<b>0.443</b>	1.915	<b>1.397</b>	valid	used
Item 2	0.555	<b>0.443</b>	1.886	<b>1.397</b>	valid	used
Item 3	0.612	<b>0.443</b>	2.187	<b>1.397</b>	valid	used
Item 4	0.520	<b>0.443</b>	1.723	<b>1.397</b>	valid	used
Item 5	0.575	<b>0.443</b>	1.986	<b>1.397</b>	valid	used
Item 6	0.590	<b>0.443</b>	2.064	<b>1.397</b>	valid	used
Item 7	0.500	<b>0.443</b>	1.635	<b>1.397</b>	valid	used
Item 8	0.561	<b>0.443</b>	1.915	<b>1.397</b>	valid	used
Item 9	0.527	<b>0.443</b>	1.752	<b>1.397</b>	valid	used
Item 10	0.485	<b>0.443</b>	1.571	<b>1.397</b>	valid	used
Item 11	0.624	<b>0.443</b>	2.260	<b>1.397</b>	valid	used
Item 12	0.663	<b>0.443</b>	2.502	<b>1.397</b>	valid	used
Item 13	0.510	<b>0.443</b>	1.675	<b>1.397</b>	valid	used
Item 14	0.520	<b>0.443</b>	1.723	<b>1.397</b>	valid	used
Item 15	0.723	<b>0.443</b>	2.959	<b>1.397</b>	valid	used
Item 16	0.255	<b>0.443</b>	0.745	<b>1.397</b>	invalid	revised
Item 17	0.426	<b>0.443</b>	1.333	<b>1.397</b>	invalid	revised
Item 18	0.561	<b>0.443</b>	1.915	<b>1.397</b>	valid	used
Item 19	0.416	<b>0.443</b>	1.294	<b>1.397</b>	invalid	revised
Item 20	0.575	<b>0.443</b>	1.986	<b>1.397</b>	valid	used
Item 21	0.510	<b>0.443</b>	1.675	<b>1.397</b>	valid	used
Item 22	0.173	<b>0.443</b>	0.498	<b>1.397</b>	invalid	revised
Item 23	0.167	<b>0.443</b>	0.479	<b>1.397</b>	invalid	revised
Item 24	0.381	<b>0.443</b>	1.167	<b>1.397</b>	invalid	revised
Item 25	0.485	<b>0.443</b>	1.571	<b>1.397</b>	valid	used

With N = 10, df = N-2=10-2=8, so r-table is **0.443**, and t-table is **1.397**

## 2. Reliability of the test.

$$r_{ii} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum S_i^2}{S_t^2} \right) \quad S_i^2 = \frac{\sum X_i^2 - \frac{(\sum X_i)^2}{N}}{N}$$

Where:

$r_{ii}$  : the reliability  $\sum X_i^2$  : total square of  $X_i^2$

$S_i$  : variant of item's score  $\sum X_i^2$  : total square of  $X_i^2$

$S_i$ : total of variant items ( $S_1+S_2+S_3+....S_{25}$ )  $k$  : number of item

$S_t$  : variant total  $N$  : number of student



Item (i)	Variant of Item (Si)
1	0.25
2	0.24
3	0.21
4	0.24
5	0.21
6	0.24
7	0.21
8	0.25
9	0.25
10	0.24
11	0.24
12	0.25
13	0.16
14	0.24
15	0.21
16	0.09
17	0.21
18	0.25
19	0.24
20	0.21
21	0.16
22	0.24
23	0.21
24	0.24
25	0.24
Si =	5.53

$$S_i = \frac{\sum X_i^2 - \frac{(\sum X_i)^2}{N}}{N}$$

$$S_t = \frac{\sum X_t^2 - \frac{(\sum X_t)^2}{N}}{N}$$

$$S_t = 34.65$$

$$r_{ii} = \left( \frac{25}{25 - 1} \right) \left( 1 - \frac{5.53}{34.65} \right)$$

$$r_{ii} = (1.041667) (0.840404)$$

$$r_{ii} = 0.875421$$

$$df = N - nr = 10 - 2 = 8$$

$$r\text{-table on significant level } 1\% = 0.765$$

$$r\text{-table on significant level } 5\% = 0.632$$

**(0.632 < 0.875 > 0.765)**, that means is reliable

## **APPENDIX 2**

### **The Test of Listening Ability**

In this test you will hear twenty five sentence, there are words which have similar sound but different meaning and the last conversations. Now you decide which words you hear is appropriate for each sentence.....!

1. I gather you have been having trouble with your (**earring / hearing** )
2. (**Why / where**) are you going to live in London
3. Have you played (**dennis / tennis** ) very much recently?
4. Do you have any idea where my (**class / glass**)
5. We haven't had any more news (**today . to date**)
6. Have you done much (**riding / writing**)
7. There was a sheep on the dock  
(A) Sheep  
(B) ship
8. The sun's rays were heating the water  
(A) hitting  
(B) heating
9. He put the leftover meat in the beans  
(A) beans  
(B) bins
10. she only scored sixty out of a hundred on the test  
(A) sixty  
(B) sixteen

11. Once she got so angry that she beat him

- (A) bit
- (B) beat

12. Would you believe it, she got married when she was eighty!

- (A) 80
- (B) 18

13. Everyone thought that the assignment was hard

- (A) firm
- (B) difficult
- (C) severe

14. He looked at the date on the letter

- (A) fruit
- (B) the girl
- (C) the day

15. I gave him a call at the office to make sure he was there

- (A) a bird noise
- (B) a shout
- (C) a telephone communication

16. They showered the new king with gifts

- (A) rain
- (B) bathe
- (C) give in abundance

17. This room gets a lot of light

- (A) sun
- (B) pale
- (C) not heavy

18. I'm sure she's well over fifty

- (A) fine
- (B) suitably
- (C) considerably

19. Ticket are sometimes more expensive on opening night

- (A) a School
- (B) a theater
- (C) at a football game

20. Do you have anything on wild animals?

- (A) a book store
- (B) a pet store
- (C) the zoo

21. I'll go down to the lobby and check out

- (A) an airport
- (B) a hotel
- (C) a supermarket

(22) People usually like to eat hot food in warm countries

- (A) food which is not cold is preferred in hot countries
- (B) hard food is preferred in warm countries
- (C) when people eat, they get angry in warm countries
- (D) people like spicy food in hot countries

(23) Did you sew that blue jacket?

- (A) did you make that jacket?
- (B) did you make that blue jacket?
- (C) So when did you last see jacket?
- (D) jack saw a blue coat in the window?

(24) Man : what do you do on Saturday?

Women: as a rule I play tennis in the morning and go shopping later

Question: what does the man do in the morning?

- (A) she usually play tennis
- (B) she plays tennis without rule
- (C) she plays tennis at noon
- (D) she goes shopping

(25) Man: What do you think of the new girl, paula?

Women; she's really a fish out of water in our class

Question: What does the woman mean?

- (A) Paula should go to class
- (B) Paula want some water
- (C) Paula doesn't belong in our class
- (D) Paula like fish

### **APPENDIX 3**

#### **The Test of Speaking Performance**

Student 1: My name is Darliana

1. What is favorite teacher like? favorite teacher like is friendly to student, good the way to teach and have much knowledge.
2. What is a bad teacher like? a bad teacher like is Always be angry to student and make feel student bored.
3. What is a good student like? a good students always discipline, have much knowledge and polite to all people and friendly.
4. What is a bad student like? A bad students like is always lazy, arrogant and bad attitude.
5. How do you feel school in here? I feel comfortable because I have good friends and good teacher.

Student 2: My name is Siti Khodijah

1. What is favorite teacher like? Is very funny and so care.
2. What is a bad teacher like? Killer, very lazy to teach, and always come late.
3. What is a good student like? I think good student is friendly and self confidence.
4. What is a bad student like? Always make noisy and disturb another friends.
5. How do you feel school in here? I feel comfortable because I have many friends.

Student 3: My name is Icha Pratiwi

1. What is favorite teacher like? My opinion favorite teacher like always teach very good, diligent and always on time.
2. What is a bad teacher like? Always feel lazy, be angry and always make students boring.
3. What is a good student like? Always come on time. Always listen to the teacher when studying.
4. What is a bad student like? Always sleep when studying and lazy.
5. How do you feel school in here? I have many experience, have good friends, and new friends.

Student 4: My name is Suci Ananda

1. What is favorite teacher like? Favorite teacher like is good, smart, on time and can make students understand.
2. What is a bad teacher like? A bad teacher is not be able to make all student understand.
3. What is a good student like? A good students like is Smart, Diligent to do homework, always come on time.
4. What is a bad student like? Impolite to the teacher, and can not appreciate another friends when studying.
5. How do you feel school in here? I feel very funny because i become to be better.



Student 5: My name is Zahratul Aini

1. What is favorite teacher like? I think a good teacher is good, smart, can make students understand when students studying.
2. What is a bad teacher like? I think a bad teacher like if the teacher is not coming on time, always coming late into the class.
3. What is a good student like? A good student like if the students always obey regulation school.
4. What is a bad student like? A bad student like always is not obey regulation school, impolite to teacher.
5. How do you feel school in here? I feel happy, because the facilities of this school complete.

Student 6: My name is Sucipto

1. What is favorite teacher like? A good teacher is not coming late to school, always discipline and friendly to all people.
2. What is a bad teacher like? Always coming late, arrogant and is not friendly to students.
3. What is a good student like? Always discipline and then good attitude in the class.
4. What is a bad student like? Impolite to another students and lazy to do homework.
5. How do you feel school in here? I feel very good, because I have many friends from vocational school and have much knowledge.

Student 7: My name is Dya Erwina

1. What is favorite teacher like? A good teacher is diligent, can give knowledge to students, always on time to teach.
2. What is a bad teacher like? A bad teacher like always make me bored, is not good in teaching like is no spirit.
3. What is a good student like? A good student like pleasant to another friends.
4. What is a bad student like? Always coming late.
5. How do you feel school in here? I feel comfortable, because all teacher have talent in teaching.

Student 8: My name is Fadila

1. What is favorite teacher like? Is friendly with her students good with her job.
2. What is a bad teacher like? Killer, arrogant, and not on time go to school.
3. What is a good student like? Discipline, friendly with another friends, diligent to do homework and polite with another teacher.
4. What is a bad student like? is not discipline, impolite with their teacher.
5. How do you feel school in here? Is very good I get experience and knowledge

Student 9: My name is Sari

1. What is favorite teacher like? is not make no bored and have much knowledge
2. What is a bad teacher like? make student bored
3. What is a good student like? always to do homework and on time to school.
4. What is a bad student like? always not in the school when study time.
5. How do you feel school in here? I happy, I have many friends.

Student 10: My name is Sri Damayanti

1. What is favorite teacher like? a good, discipline, on time and friendly
2. What is a bad teacher like? impolite, angry, are misunderstanding.
3. What is a good student like? good attitude, friendly and polite.
4. What is a bad student like? always lazy to do exercises and homework.
5. How do you feel school in here? I fell have many friend and I have good friends.

Student 11: My name is Nurhidayah

1. What is favorite teacher like? good in teaching, confident.
2. What is a bad teacher like? in teaching.
3. What is a good student like? can divide time between playing and studying, to be friendly to all people.
4. What is a bad student like? conceited, cheating.
5. How do you feel school in here? I feel nice because I have many friend

Student 12: My name is Ruma Hizaidah

1. What is favorite teacher like? always discipline, on time, polite and friendly
2. What is a bad teacher like? boring, impolite, angry, not on time.
3. What is a good student like? polite, friendly, to do homework.
4. What is a bad student like? lazy, impolite, bad attitude.
5. How do you feel school in here? Good teacher, have experience and comfortable.

Student 13: My name is Ruhil Amini

1. What is favorite teacher like? good, polite, discipline and on time.
2. What is a bad teacher like? angry, impolite, boring
3. What is a good student like? always discipline, polite to another people.
4. What is a bad student like? arrogant, always lazy and bad attitude
5. How do you feel school in here? Comfortable, because I have good friends.

Student 14: My name is Latifah

1. What is favorite teacher like? polite, friendly
2. What is a bad teacher like? not on time, boring, arrogant, impolite
3. What is a good student like? friendly
4. What is a bad student like? lazy, not friendly, impolite
5. How do you feel school in here? I feel enough happy

Student 15: My name is Rahmah

1. What is favorite teacher like? fine, care, good teacher and on time go to school.
2. What is a bad teacher like? always make the student boring in the class and not on time.
3. What is a good student like? is discipline, kind, diligent to do homework and fun.
4. What is a bad student like? is not discipline, lazy, arrogant and bad attitude.
5. How do you feel school in here? I feel comfortable, because I have good teacher and smart, and I get knowledge from them.

Student 16: My name is Khairani

1. What is favorite teacher like? is funny and so care when the teacher in the classroom.
2. What is a bad teacher like? is explain fuzzy.
3. What is a good student like? diligent, kind, on time.
4. What is a bad student like? impolite
5. How do you feel school in here? Comfortable, I have many friends

Student 17: My name is Muhammad Maulidi

1. What is favorite teacher like? good attitude, friendly and on time.
2. What is a bad teacher like? boring, angry.
3. What is a good student like? good attitude, creative and discipline.
4. What is a bad student like? not discipline
5. How do you feel school in here? I am happy, because good facilities.

Student 18: My name is Arif

1. What is favorite teacher like? come to school on time.
2. What is a bad teacher like? come to school not on time.
3. What is a good student like? friendly, obey to teacher.
4. What is a bad student like? always make noisy in the class.
5. How do you feel school in here? Comfortable, because have good teachers.

Student 19: My name is

1. What is favorite teacher like? professional, friendly and good in teaching.
2. What is a bad teacher like? not on time, always waste time in teaching.
3. What is a good student like? kind, diligent, care with friends.
4. What is a bad student like? lazy, disturbing friends when studying.
5. How do you feel school in here? I feel comfortable, because the teacher pleasant.

Student 20: My name is

1. What is favorite teacher like? on time in teaching, care with students.
2. What is a bad teacher like? always make student boring in the class.
3. What is a good student like? diligent, not arrogant, kind with friends.
4. What is a bad student like? impolite to teacher when studying.
5. How do you feel school in here? I feel ok, because the teacher care with students.

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Finally, the writer realizes very much that this paper is not perfect yet; therefore, comments, critics, and suggestion will be very much appreciated.

May Allah Almighty, wish blesses you all, Amin.....

Pekanbaru,.....2011 M

The Writer

ROSMITA

NIM. 10614003412



“Motto”

Imam Ahmad pernah berkata dalam sebuah Hadits

“ Siapa yang ingin dunia (hidup di dunia dengan baik) hendaklah ia berilmu, siapa ingin akhirat(hidup di akhirat nanti dengan senang ) hendaklah ia berilmu “

(H.R Imam Ahmad)

Ilmu merupakan alat dan jalan menuju kehidupan yang baik tentunya dalam mencapai kehidupan yang bahagia baik dunia maupun akhirat. Tanpa ilmu mencapai sebuah kehidupan yang baik yang sesuai dengan kehendak Allah, maka hidup ini sepertinya terombang ambing seperti buih di lautan yang terbawa oleh gelombang kesana dan kemari. Lewat perkataan ini juga kita ingin hidup yang mempunyai tujuan, maka yang terpenting bagi kita adalah bekal ilmu yang bias membawa kita hidup yang lebih mulia di sisi Allah dan mendapatkan kehidupan yang lebih baik di dunia dan di akhirat

**Sesungguhnya disamping kesukaran ada kemudahan  
Apabila kamu telah selesai mengerjakan suatu pekerjaan  
Maka b'susah payahlah untuk mengerjakan yang lain dan  
hanya kepada Tuhanlah kamu berharap (QS. :6,7, & 8)**

**.....Niscaya Allah**

**Akan meninggikan orang- orang yang beriman di antara  
kamu**

**Dan orang-orang yang di beri ilmu pengetahuan beberapa  
derajat**

**Dan Allah mengetahui apa yang kamu kerjakan (Qs- Al-  
Mujadalah:11)**

**Thanks for you everything**

## ABSTRACT

Rosmita (2011). "The Correlation between Listening Speaking Ability and Their Performance at the Second Year of MA Masmur Pekanbaru".

Based on the writer's preliminary study, it was found that students were not able to apply their listening ability to speaking performance well. Some students were less able to imitate what they hear. So, the writer was interested in conducting a research on this problem.

This research was administered in MA Masmur Pekanbaru. The subject of this study was the second year students at MA Masmur, and the object of this research was students' listening ability and their speaking performance. The type of research is correlation.

The population of this research was all students in a classroom in the second year consisting of 20 students. Because the number of population was relatively small, the researchers used total sampling. To analyze the data, the writer used the formula:

$$r_{XY} = \frac{\sum xy}{N \cdot SD_X \cdot SD_Y}$$
$$SD_X = \sqrt{\frac{\sum x^2}{N}}$$
$$SD_Y = \sqrt{\frac{\sum y^2}{N}}$$

After the data were analyzed, the writer found a significant correlation between students' listening ability and their speaking performance in the second year of MA Masmur Pekanbaru, in which "r" indicated the level of 0.829. It was greater than the "r" table at significant level 5% (0.444) and at significant level 1% (0.561). In conclusion, the alternative hypothesis (Ha) is accepted, and the null hypothesis (H0) is rejected, shown with 0.444 <0.829> 0.561.

## ABSTRAK

Rosmita (2011). “Korelasi antara Kemampuan Mendengar Siswa dan Penampilan Berbicara mereka pada tahun kedua di MA Masmur Pekanbaru”.

Berdasarkan studi pendahuluan penulis, ditemukan bahwa, siswa belum mampu menerapkan kemampuan mendengar ke dalam penampilan berbicara dengan baik. Sebagian siswa kurang mampu meniru apa yang telah mereka dengar. Jadi penulis tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini di adakan di MA Masmur Pekanbaru. Subjek dari penelitian ini adalah siswa tahun kedua MA Masmur, dan objek dari penelitian ini adalah kemampuan mendengar dan penampilan berbicara. Adapun jenis penelitiannya adalah korelasi.

Populasi dari penelitian ini adalah seluruh siswa dalam sebuah kelas pada tahun kedua yang terdiri dari 20 orang siswa. Dikarenakan jumlah populasinya relatif kecil, peneliti menggunakan *total sampling*. Untuk menganalisa data peneliti menggunakan rumus :

$$r_{XY} = \frac{\sum xy}{N \cdot SD_X \cdot SD_Y}$$

$$SD_X = \sqrt{\frac{\sum x^2}{N}}$$

$$SD_Y = \sqrt{\frac{\sum y^2}{N}}$$

Setelah data dianalisis, peneliti menemukan korelasi yang signifikan dari kemampuan mendengar dan penampilan berbicara siswa pada tahun kedua MA Masmur Pekanbaru, di mana  $r$  menunjukkan level 0,829 lebih besar daripada level signifikan 5% adalah 0,444 dan pada level signifikan 1% adalah 0,561. Maka, *alternative hypothesis* ( $H_a$ ) diterima, dan *null hypothesis* ( $H_0$ ) ditolak, ditunjukkan dengan  $0,444 < 0,829 > 0,561$ .

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

There are four skills that must be learned by students in learning English. They are reading, writing, speaking, and listening. Likewise at school MA Masmur-one of the Islamic senior high school located at Jl. Pelajar No. 96 Pekanbaru, the students do not only learn reading and writing but also learn about listening and speaking. Based on KTSP of Islamic senior high school Masmur, the goal teaching English is to prepare the students to become qualified and be able to communicate in English both listening and speaking correctly. The teachers are very concerned especially in teaching listening because they know that listening is the part of the English language subjects that will be tested in national exam. Therefore, the teachers are very concerned about how to make the students be good in listening and be able to understand what has been said.

Real listening is active process that has three basic steps, they are hearing, understanding, and judging. In listening, the teacher has a role to provide experience and activities in which students can be successful. In Mary Underwood (1989:20) the roles in listening include:

1. Exposing students to a range of listening experience
2. Making listening purposeful for the students
3. Helping students understand what listening entails and how they might approach it
4. building up students' confidence in their own listening ability

Furthermore, besides Listening, other skill is speaking. Christian (1975:333) says that speaking is a productive skill since it produces ideas, message, or suggestions. It takes place when someone can use sentences orally and social interaction. In speaking performance, to compose sentence well is needed because speaking takes place when someone makes sentences to perform a variety of the differently essential acts. And the students, of course, need target language as the ability to use the language in acts of communication. Speaking is very complex there are many different abilities included such as: pronunciation, grammar, vocabulary, comprehension, and fluency. These components should be a consideration for the students as target that will be achieved in order that they are able to speak English correctly.

In listening process, there are many factors that make students get understanding with what spoken say, including intonation, stressing, sound, form of words, vocabulary, topic and ideas. Wolvin, and C.G. Coakly (1996) said that listening ability depend on the ability to understanding on the spoken speech.

In English if student know about intonation , stressing, sound form of words, vocabulary, topics and ideas in listening, they are able to show good performance.

Furthermore, when the all factors have been fulfilled than the speaking performance like as pronunciation, grammar, vocabulary and fluency depend on what they hear.

Based on previous study of the writer, the students seemed to face problem in learning English. In listening, teachers often repeated back what he/she said, but the students did not understand what the teacher said. Therefore, the writer is interested in examining the ability of listening and their speaking performance. The phenomena can be seen as in the following symptoms:

1. Some of students do not know how to pronoun what they listen correctly in speaking performance.
2. Some of the students seem lack of effort to improve their speaking performance.
3. Some of the students are able to listen, but they do not know English parts of speech.
4. Some of the students know part of speech, but they cannot use in speaking performance.

Based on the descriptions and several symptoms above, writer needs to do the research entitled: **“THE CORRELATION BETWEEN LISTENING ABILITY and THEIR SPEAKING PERFORMANCE at THE SECOND YEAR of MA MASMUR PEKANBARU “**

## **B. The Problem**

Based on the background stated above, it is clear that some of Senior High School students at the second year of MA Masmur Pekanbaru have many problems in listening in their speaking performance. The difficulties can come from student themselves teacher also can be the cause of this problem

### **1. Identification of The Problem**

Based on problem above, the writer indentifies some problems of this research as follow :

1. Why do most of students do not know how to pronoun what they listen correctly in speaking performance?
2. Why do most of the students seem lack of effort to improve their speaking performance?
3. How do some of the students are able to listen, but they do not know English parts of speech?
4. Why do some of the students know part of speech, but they cannot use in speaking performance?

### **2. Limitation of the Problems**

Based on what has been discussed above, there are many problems included in this research. In order to specify the objective of this research, the writer limits the problem as follows:

1. The ability of student's listening.
2. The ability of student's speaking performance.
3. The correlation between the ability of student's listening and speaking.

### **3. Formulation of the Problems**

1. How is the students' ability in listening?
2. How is the students' performance in speaking?
3. Is there any significance correlation between student's listening with their ability in listening?

### **C. The Reason of Choosing the Title**

1. The problem of the research is to be investigated because the students are not aware about listening ability and their speaking performance.
2. The topic is relevant to the writer as one of the students of English department.
3. As far as the writer concerns, this research title has never been conducted by any other researchers.

### **D. The Objective of the Research**

In general, the objective of this research is to find out about listening ability and their speaking performance. This research also intends to give solutions to the problems depicted above. Especially, this research intends:

1. To find out student's listening ability.
2. To find out student's speaking performance.
3. To find out whether there are any significances or not correlation between students' listening with their speaking performance.

### **E. The Significances of the Research**

By doing this research, the writer hopes that it can:

1. Help the student develop how to listen and speak English.
2. Give information to the teacher about the difficulties faced by the students in understanding the listening in speaking.
3. Provide helpful information for the next researchers.
4. Fulfill one of the requirements for the undergraduate degree of the English Education Department of Education and Teachers Training Faculty of State Islamic University Sultan Syarif Kasim (UIN SUSKA) Riau.

### **F. The Definition of the Terms**

In order to avoid misunderstanding and misinterpretation about this title, it is necessary to explain the term used in this research. The terms are as follows:

1. Correlation : Correlation is a measure of relatedness of the two variables (Henning, 1987:69)
2. Listening : Listening is a skill involving concentration effort in followed what is spoken in recognizing the main point and make sure that they understood. (Hornby, 2000: 750)
3. Ability : Is the capacity or the power to do something physical or Mental (Hornby, 1987:2). In this study, the ability is the students' power and skill to listen

4. Speaking : Refers to an ability to use words in ordinary voice in giving and taking information or in conversation with others (Hornby, 1973: 1227)
5. Performance : Hornby (200: 939) mentions that performance is the act of performing a play, concert of some other form of Entertainment of how well or badly you do something that shows well or badly work. Nunan.D. (1999:312) states that performance is the actual use of language (transactional-generative grammar)

#### **G. Organizing of Writing.**

This paper consists of five chapters. Each chapter has some part. The organizing is as follows:

Chapter one consists of introduction by identifying the background, the problem, the objective and significances of the research, the definition of terms, and the organizing of writing.

Chapter two is the theoretical framework, relevant research, operational concept, and assumption and hypothesis.

Chapter three consists research methodology that consists location and the time of the research, subject and object of the research, the population and the sample of the research, data collection, and the data analysis technique.

Chapter four is about the data presentation and data analysis

Chapter five is conclusion and suggestions

Bibliography



## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **A. The Theoretical Framework**

##### **1. Listening**

Underwood (1989:1) says that “Listening is the activity of paying attention to and trying to get meaning from something we hear”. She added, to listen successfully to spoken language, the students need to be able to decide what speakers means when they are using certain words in particular ways on particular occasions and not simply to understand the words them selves. Learning to listen is a part of listening to speak it that precedes and serves as basis for the development of speaking. It is clear that person who is lack of listening ability cannot succeed in putting him communicative situation. In the modern environment people need to use their listening skills for listening to the Radio, watching TV, participating in meeting, taking part in lesson, participating in telephone, conversation and listening to talk or lecturer (Rixon,1986)

To improve the listening skill, a lot of practice is the best, especially with native speakers. However, if the native is not available, artificial help is very good. In this case, the students of Senior High School can use cassettes or the language laboratory.

Listening is one of language skills that must be frequently used. Adults spend almost half their communication time by listening, and students may receive as much as 90 % of their in school information through listening instructors and each other. Listening involves a sender (person, radio, Tv), which sends a message to the receiver (listener). Brown (1994:233) states that in classroom, students always do listening than speaking competence and in recent years the language teaching profession has placed a concerted emphases in listening. Listeners must often process message as they come, even if they are still processing what they hear.

Listening is one difficult subjects than others. Some students from English major have difficulties in learning English. It is also one the language skills to master. To regard the listening study as successful, we must have work-relationship between teacher and students. It means, the students have to apply the lesson that is given by teacher or practice over and over again. On the other hand, teachers should not teach the lesson monotonously. In other words, the teachers have to vary the strategy of teaching of lesson to the students such as making conversation student to student, listening to song or listening to story. Listening is the activity of paying attention and trying to get meaning from something we hear. To listen successfully to spoken language, the students need to be able to work out what speakers mean when they use particular words in particular

ways on particular occasions, and not simply to understand the words themselves.

The first key to listen effectively is the concentration. That is related to interest and attention. Gartside (1982:119) explains that concentration is the essence of effective listening in this study. Concentration means; to give exclusive attention to the matter in hand. This is not easy for any length of time unless we change to be deeply interest for what being said. Concentration is easiest where interest is deepest and is not to be sustained interest must be maintains, the learners interest in listening can be called. The speakers' way of speaking for examples can call the listeners' attention. The interest will grow and set way the speech the feeling of distraction. In order words, listeners' interest can be called not only by the speech but also by the speakers' gestures, such as facial expression.

## **2. Ability.**

Ability is the quality or state being able to do something physically or mentally. While (Chaplin) states that ability is the capacity of someone to do something, which can be said innate capacity or the result of practice. It is also synonym of expertness and talent. Furthermore, Hornby also says that students' ability always associated with capacity of the students to accomplish a test given dealing with certain requirement,

Some concepts that related to ability are as follows:

a. Intelligent

For those who have high intelligence, they will have ability in learning.

b. Interest

For those who study something that they do not interest, its will influence their ability to master subject.

c. Motivation

The higher motivation that we have, the easier we learn.

d. Health

The bad health will decrease the ability in learning something (Rahmi, 2007:17)

According to Mc. Ashan (1981) in Sanjaya (2005:5) ability is skill and capability that a person achieves, which becomes part of his or her being to the extent he or she can satisfactory perform particular cognitive, effective, and psychomotor behaviors. In addition, Gordon (1988) in Sanjaya (2007: 9) says that there are some aspects that should be contained in ability:

- 1, Knowledge
2. Understanding
3. Skill
4. Attitudes
5. Interest

Based on quotation above, the writer concludes that ability is the power of understanding a matter that involves both mental and physical after they get some experience through learning. Learning refers to the ability of the students in speaking especially in interpersonal communication or conversation.

### **3. Developing of Listening**

Listening to foreign language may be analyzed as involving two levels of activity that must be thought. River (1971; 130) stated, the understanding of the skill must be possessed by the teacher who will train students to be good in listening comprehension. The first level recognition which involves the identification of words and phrases in their structure relationships, or time sequences, logical and modifying term, and phrases which are redundant for those students who are not accustomed to listening foreign language. This process is done so that no identification completely occupies his perceptual processes, and no retention material can recalculate. This first level will lead the students that they can be expected to reproduce or respond to what he/his has heard in a long sequence. At the second level of selection, according to River (1971), the listener is drawing out from the communication. Those elements, which seem to express the purpose of the speaker or those, suit his own purpose. To be able to listen eventually with ease to the foreign language on normal situations, the students need to go through training at the recognition

level and must practice in selecting from the stream of sound specific detail of the message. The knowledge of the structure of the language, its syntax, its phonology, etc. will effect student's ability in listening as Underwood (1989:1) stated if they want to be able to listen successfully, they need to learn not only fathom out what is mean by the words spoken, but also at the same time to establish or elaborate the context to which in relates.

#### **4. Listening Ability.**

Listening ability is the capacity or the power to involving concentration effort in following what is spoken in recognizing the main point and make sure that they understood. In this study, the writer focuses the main object of listening is to evaluate the students' ability, especially in mini talk/short text and short conversation. According to Pyle and Munoz (1991:13-16), Short / long conversation is a conversation between two speakers, but long conversations is rather longest than short conversations. While, mini talks is the same with monologue. In this section, the students will hear a speaker read weather reports, stories, new stories, and reading selections about any topic.

They also state that there is no way to "study" for listening comprehension. It is necessary for us to tune our ears to English, speak to native speakers as often as possible, and also we should:

1. Watch news and weather reports on television or listen to them on the radio.
2. Make telephone calls to recorded messages such as weather reports, time of day, or movie theaters.
3. Attend lectures at your school or in your city.
4. Make use of the language laboratory if your school has one

Another theory is proposed by Hornby (1994:246). He says that speech processing theory distinguishes between two types of processing in both listening and reading comprehension. Bottom-up processing is proceeds from sounds to words to grammatical relationships to lexical meaning, etc., to a final “message”. Top-down processing is evoked from “a bank of prior knowledge and global expectations”. In addition Morely (1991:87) states other background information that the listener brings to the text. Bottom-up techniques typically focus on sounds, words, intonation, grammatical structures, and other components of spoken language. Top-down techniques are more concerned with the activation of schemata, with deriving meaning, with global understanding, and with the interpretation of a text, it is important for learners to operate from both directions since both can offer keys to determining the meaning of spoken discourse. Furthermore, the students’ ability in listening can be seen from how they can respond what is said to them and how they bring this speech into

their long term-memory, which can automatically be retrieved when needed. . As Hornby (1995:235) states that comprehension in the power of understanding. ([Http://www.cambridge.org/teaching\\_listening.html](http://www.cambridge.org/teaching_listening.html). Retrieved May, 24, 2010)

Listening comprehension skill proposes that the following what someone says to us the listener has to

1. Discriminate between different sound
2. Recognize stress and rhythmic patterns, tone patterns, intonational contours
3. Recognize reduced form of words
4. Recognize sound and meaning
5. Detect key words, such as those identifying topics and ideas
6. Guess meaning from context
7. Recognize the same sound but different definition

## **B. Speaking**

According to Hornby (1973:1227), speaking is an ability to use words in ordinary voice in giving and taking information or in conversation with others. Speaking is a productive skill which requires a lot of back-up factors like knowledge, confidence, self esteem and enthusiasm. Speaking a second language, particularly, brings about its own prerequisites: exposure, consolidation, motivation as well as acknowledgment. Whether we realize it



or not, these determinant factors can be made to exist in a supportive learning environment of English as a Second Language classroom. Speaking is an important aspect in language learning. By speaking, we can convey information and ideas, and maintain social relationship by communicating with others. In Indonesia, for most students, speaking is the most difficult part when they learn a foreign language. In the class, speaking mean the students must know how to repeat back what has been said by the teacher.

Furthermore, Mariana Celce-Murcia (1991: 237-241) states that there are many activities in speaking:

1. Drills, linguistically structured activities
2. Performance activities
3. Participation activities
4. Observation activities

### **1. Performance**

Hornby (2000:939) mentions that performance is the act of performing a play, concert of some other form of Entertainment of how well or badly you do something that shows well or badly work. Furthermore, Nunan.D. (1999:312) states that performance is the actual use of language (transactional-generative grammar).

### **2. Speaking Performance**

Speaking skill is closely related to performance. A good speaking performance is one of the ways to convey the messages in front of people

without hesitating or obstacles such as anxiety in which anxiety is a negative factor in speaking performance. Here, the speaking performance is measured through how the speaking is done well without feeling anxious, feel shy, worried, hopeless, confused and fearful of making mistakes to perform or practice his/her knowledge, and also face some difficulties to arrange when they speak English for the first speaking, moreover by using English. Those feeling make them unwilling to practice their speaking ability. It becomes one of problem in speaking in which speaking is needed a good performance in conveying messages. Speaking performance will be showed easily and without any embarrassing which gives the appearance of being well mannered and educated and people will respect you more when what you say is delivered easily and without hesitation (M. Agus Salim, 2009).

According to Brown (1994:266), Types of Classroom Speaking Performance are:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or to pinpoint a certain vowel sound.

2. Intensive

Intensive speaking goes one step beyond imitative include any speaking performance that is designed to practice some phonological

or grammatical aspect of language. Intensive speaking can be self – initiated or it can even form part of some pair work activity, where learners are “going over” forms of language.

### 3. Responsive

Short replies to teacher or student initiated question or comments. These replies are usually sufficient and do not extend into dialogues

### 4. Transactional(dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversation, for example, may have more of a negative nature to them than merely responsive speech.

### 5. Interpersonal (dialogue)

Interpersonal carried out more for the purpose of maintaining social relationship than for transmission of fact and information. These conversations are a little trickier for learner because they can involve some or all of the following factors:

1. A casual register
2. Colloquial language
3. Emotionally charged language
4. Slang ellipsis
5. Sarcasm
6. A covert agenda

## 6. Extensive (monologue)

Student at intermediate to advance levels are called on to give extended monologue in the form of oral report, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu. (Hana Indah Nugrahani, 2010:10-11)

Therefore, if the students want to get successful on speaking performance, they have to involve and develop the following statements:

1. The ability to articulate phonological features of the language comprehensibly.
2. Mastery of stress, rhythm, intonation pattern.
3. An acceptable degree of fluency
4. Transactional and interpersonal skills
5. Skill in taking short and long speaking turns
6. Skill in the management of interaction.
7. Skill in negotiating meaning.
8. Conversational listening skill (successful conversations require good listeners, as well as good speakers).
9. Skill the knowing about the negotiating purpose for conversation.
10. Using appropriate conversational formula and fillers (Nunan. D.(1991:32))

In the speaking performance, we need to know communicative competence because it is a basic to study speaking skill in English. Richards, Platt and Weber (1985:49) quoted by Nunan. D (1999:226) state that communicative competence includes :

1. Knowledge of the grammar and vocabulary of the language.
2. Knowledge the rules of speaking such as: how to begin and end conversation, Knowledge what topic can be talked about in different type of speech events, Knowledge which address form should be used with different person, one speak to and in different situations.
3. Knowledge how to use and respond to different type of speech acts such as; request, apologies, thanks, and invitations.
4. Knowledge how to use language appropriately.

Regarding with the theories above, the writer explains about some regulations and ways how to speak structurally. From some items above, we can conclude that if someone will master the speaking skill, he or she not only master about the characteristics of communicative competence but also should master about the performance how to speak, because both of these cases cannot separated each other. Nunan D (1999:312) states that performance is the actual use of language (transformational - generative grammarians), distinguish between *competence* (an individual's abstract knowledge of language) and *performance* (the actual use of language). From statements above,

it is clear that when speaker speaks to the interlocutor, he/she has to know how to master and compound both of these cases. Moreover, in Harris. P.D (1969:81) states that there are some components are generally organized in analysis of the speech process :Pronunciation, grammar, vocabulary, fluency, and comprehension.

According to Harris (1974:81) there are five components which are generally recognized in analyzing speaking. There are following:

1. Pronunciation (including the segmental features vowels and consonant the stress and intonation). According to Hornby (1995:928), pronunciation is the way a person speaks the worlds of a language. To make our communication accepted by our interlocutor it is better to use to pronounce or produce the word clearly, because the pronunciation affects the interlocutor understanding in receiving in the meaning of the message. It is made up of areas: sounds, stress. And intonation. (Harmer, 1992:11).
2. Grammar.

Christina and Mary (1976:1) say the forms and arrangements of words in phrases and sentence. Warriner (1958: 4) believe that communication in speaking will smoothly if its grammar that they use in speaking. So grammar / structure is very important in speaking. If we do not know the appropriate grammar / structure in sentence, the listener will be doubt for what we have said

### 3. Vocabulary.

Hornby (1995:1331) says all the words known to a person or used in particular book, subject. Vocabulary is one of the important elements to acquire in learning language one has know word and their meaning, if she/he wants to be able to speak in that language. River in Nunan (1991:117) says the acquisition of an adequate vocabulary is essential for successful second language use because without an extensively vocabulary we will be unable to use the structure and functions; we may have learned for comprehensible communication. It means the vocabulary effect is the speaking ability.

### 4. Fluency (the ease and speed of the flow of speech).

Speaking is an active of reproducing words orally. It means that there is a process of exchanging ideas between a speaker and listener. Therefore it is important to be fluency as having capability of other components of speaking. Hornby (1995: 451) states that fluency is the quality or conduction of being fluent. It indicates since students understand each other in speaking it mean they have been fluent.

### 5. Comprehension.

In brief, speaking requires that only know how to produce specific points of language include grammar, pronunciation, vocabulary,

and fluency, but also to understand the when, why, and in what ways to produce the language.

### **C. The Correlation Between Listening Ability and Speaking Performance**

In listening process, there are many factors that make students get understanding with what spoken say, including intonation, stressing, sound, form of words, vocabulary, topics and ideas. Wolvin, A., and C. G. Coakely (1996) said that listening ability depend on the ability to understanding, vocabulary and the spoken speech. ([Http://www.cambridge.org/teaching\\_listening.html](http://www.cambridge.org/teaching_listening.html). Retrieved May, 24, 2010).

In English, if students know about intonation, stressing, sound, form of words, vocabulary, topics and ideas in listening, they are able to show good performance without hesitating, anxiety, anxious, feel shy, worried, hopeless and confused in speaking.

Furthermore, when the all factors have been fulfilled than the speaking ability like as pronunciation, grammar, vocabulary and fluency become good depends on what they said.

### **D. The Relevant Research**

In this case, the writer will take the same topic of project paper that researched before by another writer with this research. This researched entitled “The Correlation study between the students success on oral test toward their Speaking performance at second year of Dar-el Hikmah Islamic Boarding School Pekanbaru (2005)”.



After read some project paper that researched before in the library, the writer found the same topic that will be relevant of the study. Suryadi write the project paper that has some topic with this title (Suryadi : 2006). He give the project paper title “ A Correlation Study Between Students’ Listening Strategies and Their Listening Achievement in Comprehending a Passage at The Third Year Student of English Education Department at Riau Islamic University Pekanbaru “.

Based on the two previous researches above, they only found a correlation between students’ success on oral test toward their speaking performance and a correlation between students’ listening strategies and their listening achievement.

The problem which is not yet discussed in the previous researches will be discussed in this research. This research is focused on a correlation between students’ listening ability and their speaking performance at the second year of Madrasah Aliyah (MA) Masmur Pekanbaru.

#### **E. The Operational Concept**

In order to avoid an misunderstanding and misinterpreting, it is necessary to clarify briefly the variables used in this research. They are X and Y variable. X refers to students’ Listening ability, and Y variable refers to students’ ability in speaking.

Students listening ability as variable X can be seen as follow:

1. Students are able to discriminate sound and meaning.
2. Students are able to recognize the same sound but different meaning.

3. Students are able to recognize meaning from context.
4. Students are able to discriminate between different sound
5. Students are able to recognize reduce form of words.

Students speaking performance as variable Y can be seen as follows:

1. The students articulate English words well.
2. The students use appropriate vocabularies.
3. The students speak English fluently.
4. The students use grammatically correct sentence.
5. The students comprehend what they hear.

#### **F. The Assumption and Hypothesis**

##### **1. The Assumption**

Before starting the hypotesis as temporary answer to the current problem discussed, it is necessary for the reseacher to present several assumptions in reference with research problem.

##### **2. The Hypothesis**

- a. Ho: There is no significant between listening ability and their speaking performance.
- b. Ha: There is significant correlation between listening ability and their speaking performance.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

The design of the research is correlation. There are two variable: independent and dependent variable. The listening ability is independent variable and their speaking performance is dependent variable.

#### **B. The Location and Time of the Research**

The location of this research was conducted at MA Masmur Pekanbaru that located at KH. Ahmad Dahlan No. 96 Pekanbaru. This research was conducted on March 2011.

#### **C. The Subject of the Research**

The subject or source of the data of this research was all students in one class from the second year of MA Masmur Pekanbaru.

#### **D. The Object of the Research**

The object of this research was students' listening ability and their speaking performance.

### **E. The Population and Sample of the research**

Population of the research was one class of the second year students of MA Masmur Pekanbaru. The class consisted of 20 students they were 12 males and 8 females participated in this research. Because the number of population was relatively small, the writer took all population as the sample for this study. This technique is well known as the total sampling.

### **F. Instrument of the Research**

To get the data of the research, the writer used one instrument of the research. The instrument of the research is the test. The test consisted some questions or exercises and instrument to measure skill, knowledge, intelligence, and ability of individual and group. In this research, the writer had two kinds of test: the test of students' listening ability and test of students' speaking performance. The test consisted of two types:

- a. The test of listening ability, the students had to fill the blanks with the correct answer based on topic of recording and identify in the recording. The writer used 25 questions for the test.
- b. The test of speaking performance, the students had to speak spontaneously without hesitating, anxious, shy, and fear. If they could answer the questions correctly and do good performance in speaking, it meant they had good listening ability and speaking performance. The writer to measure speaking performance by using the components of speaking performance. The writer used 2 raters for the students'

speaking performance assessments. To know the students' speaking performance, the writer used 5 questions for the test. The writer used the questions as follows:

1. What is favorite teacher like?
2. What is a bad teacher like?
3. What is a good student like?
4. What is a bad student like?
5. Do you feel good to study in this school?

#### **G. The Technique of Collecting Data.**

In this research, the writer used test as the main technique to analyze the data to know the correlation between students' listening ability and their speaking performance at the second year of MA Masmur Pekanbaru. We can see to measure students' listening ability as the following table:

**Table III.1**  
**The Scores' Levels of Students' Listening Ability**

<b>The Score level</b>	<b>Level of Ability</b>
20   Score   25	Very Good
15   Score < 20	Good
10   Score < 15	Enough
5   Score < 10	less
Score < 5	Fail

Furthermore, to measure the students' speaking performance the writer used five component of speaking. According to Harris (1989), speaking performance test should consist of five components to be rated,

namely: pronunciation, grammar, vocabulary, fluency and comprehension. Then, to interpret the level of students' speaking performance, the writer used the scores based on the table below:

**Table III.2**  
**The Component of Speaking Performance**

<b>Pronunciation</b>	
<b>Score level</b>	<b>Requirement</b>
5	Have a view traces of foreign accent
4	Always Intelligible, though one conscious of a define
3	Accent problems necessitate concentrate listening and occasionally lead to miss understanding
2	Very hard to understanding because of pronunciation problem. Muss frequently be asked to repeat
1	Pronunciation problems so several as to make speech virtually unintelligible
<b>Grammar</b>	
<b>Score level</b>	<b>Requirement</b>
5	Makes few (if any) noticeable error of grammar or word order
4	Occasionally makes grammatical and/or word-order error, which do not. However, obscure meaning
3	Make frequently errors of grammar and word-order which occasionally obscure meaning
2	Grammar and word-order errors make comprehension difficult, must often rephrase sentence and or restrict him to basic pattern
1	Errors and grammar and word order so server as to make speech virtually unintelligibly
<b>Vocabulary</b>	
<b>Score level</b>	<b>Requirement</b>
5	Use of vocabulary idiom is virtually that of a native speaker
4	Sometimes uses inappropriate them and/or must rephrase ideas because inadequate vocabulary
3	Frequently uses wrong words, compensation somewhat limited because inadequate vocabulary
2	Misuse use of word and very limited vocabulary make comprehension quit difficult
1	Vocabulary limitation as extreme as to make comprehension vitally impossible

<b>Fluency</b>	
<b>Score level</b>	<b>Requirement</b>
5	Speech as fluency and effortless as that a native speaker
4	Speed of speech seems you be slightly affected by language problem
3	Speed and fluently rather strongly affected by language problem
2	Usually hesitant, often only silence by language limitation
1	Speech is also halting and fragmentary as to make conversation virtually
<b>Comprehension</b>	
<b>Score level</b>	<b>Requirement</b>
5	Appears to understand very without difficult
4	Understand nearly everything at normal speech although occasionally repetition may be necessary
3	Understanding most of what is said at slower than normal speech with repetition
2	Has great difficult following what is said. Can comprehend only social conversation, spoken slowly and with frequently repetition
1	Cannot be said to understand even simple conversation English

Before the writer going to research, the writer conducted try out to determine the validity and reliability of the test. The writer gives 25 questions of the test to 10 students for try out. After doing try out, the writer got the validity and reliability of the test as following table:

**Table III.3**  
**The Validity of the Test**

Number of item	r test	<b>r table</b>	t test	<b>t table</b>	validity	classification
Item 1	0.561	<b>0.443</b>	1.915	<b>1.397</b>	valid	used
Item 2	0.555	<b>0.443</b>	1.886	<b>1.397</b>	valid	used
Item 3	0.612	<b>0.443</b>	2.187	<b>1.397</b>	valid	used
Item 4	0.520	<b>0.443</b>	1.723	<b>1.397</b>	valid	used
Item 5	0.575	<b>0.443</b>	1.986	<b>1.397</b>	valid	used
Item 6	0.590	<b>0.443</b>	2.064	<b>1.397</b>	valid	used
Item 7	0.500	<b>0.443</b>	1.635	<b>1.397</b>	valid	used
Item 8	0.561	<b>0.443</b>	1.915	<b>1.397</b>	valid	used
Item 9	0.527	<b>0.443</b>	1.752	<b>1.397</b>	valid	used
Item 10	0.485	<b>0.443</b>	1.571	<b>1.397</b>	valid	used
Item 11	0.624	<b>0.443</b>	2.260	<b>1.397</b>	valid	used
Item 12	0.663	<b>0.443</b>	2.502	<b>1.397</b>	valid	used
Item 13	0.510	<b>0.443</b>	1.675	<b>1.397</b>	valid	used
Item 14	0.520	<b>0.443</b>	1.723	<b>1.397</b>	valid	used
Item 15	0.723	<b>0.443</b>	2.959	<b>1.397</b>	valid	used
Item 16	0.255	<b>0.443</b>	0.745	<b>1.397</b>	invalid	revised
Item 17	0.426	<b>0.443</b>	1.333	<b>1.397</b>	invalid	revised
Item 18	0.561	<b>0.443</b>	1.915	<b>1.397</b>	valid	used
Item 19	0.416	<b>0.443</b>	1.294	<b>1.397</b>	invalid	revised
Item 20	0.575	<b>0.443</b>	1.986	<b>1.397</b>	valid	used
Item 21	0.510	<b>0.443</b>	1.675	<b>1.397</b>	valid	used
Item 22	0.173	<b>0.443</b>	0.498	<b>1.397</b>	invalid	revised
Item 23	0.167	<b>0.443</b>	0.479	<b>1.397</b>	invalid	revised
Item 24	0.381	<b>0.443</b>	1.167	<b>1.397</b>	invalid	revised
Item 25	0.485	<b>0.443</b>	1.571	<b>1.397</b>	valid	used

With  $N = 10$ ,  $df = N-2=10-2=8$ , so r-table is **0.443**, and t-table is **1.397**

So, 19 items of the test were valid and 6 items were invalid. Because no one of invalid items got minus in value, the invalid items only had to be revised. It means that the test was valid.



**Table III.4**  
**The Reliability of the Test**

Item (i)	Variant of Item (Si)
1	0.25
2	0.24
3	0.21
4	0.24
5	0.21
6	0.24
7	0.21
8	0.25
9	0.25
10	0.24
11	0.24
12	0.25
13	0.16
14	0.24
15	0.21
16	0.09
17	0.21
18	0.25
19	0.24
20	0.21
21	0.16
22	0.24
23	0.21
24	0.24
25	0.24
Si =	5.53

The writer got  $S_i = 5.53$  and  $S_t = 34.65$ , so  $r = 0.875$ . Then, the score obtained (0,875) compared to r-table of product moment that degree of freedom is 8. “r” product moment at level 5% is 0,632 and at level 1% is 0,765 ( $0,632 < 0,875 > 0,765$ ). It means that the test is reliable.

## H. The Technique of Data Analysis.

Then, to analyze data gathered (variable X and Y), the writer used the formula correlation coefficient product moment. To get the data of the research, the formula of method used in this research is as follows:

$$r_{XY} = \frac{\sum xy}{N \cdot SD_X \cdot SD_Y}$$

$$M_X = \frac{\sum X}{N}$$

$$M_Y = \frac{\sum Y}{N}$$

$$x = X - M_X$$

$$y = Y - M_Y$$

$$SD_X = \sqrt{\frac{\sum x^2}{N}}$$

$$SD_Y = \sqrt{\frac{\sum y^2}{N}}$$

Where:

X = Score of students' listening ability

Y = Score of students' speaking performance

N = Number of students (sample of research)

$M_X$  = Mean of variable X

$M_Y$  = Mean of variable Y

x (little x) = variable X minus mean of variable X

y (little y) = variable Y minus mean of variable Y

$SD_X$  = Standard Deviation of variable X

$SD_Y$  = Standard Deviation of variable Y

$r_{XY}$  = Score of variable X and variable Y Correlation Coefficient

(Hartono, 2004:72)

## **CHAPTER IV**

### **THE DATA PRESENTATION AND THE DATA ANALYSIS**

#### **A. The Data Presentation**

The data of the research is the test scores of students' listening ability and the test scores of students' speaking performance. The data of students' listening ability were obtained from the result of their listening ability test, and the data of students' speaking performance were obtained from the result of their speaking performance assessment by 2 raters.

##### **1. The Data Presentation of Students' Listening Ability**

The data of students' listening ability were obtained from the result of their listening ability test. Based on table III.1, the data can be described as follows:

**Table IV.1**  
**The Score of Students' Listening Ability and Level**

<b>Students</b>	<b>Score</b>	<b>The Score level</b>	<b>Students</b>	<b>Score</b>	<b>The Score level</b>
Student 1	14	Enough	Student 11	13	Enough
Student 2	15	Good	Student 12	15	Good
Student 3	13	Enough	Student 13	13	Enough
Student 4	19	Good	Student 14	18	Good
Student 5	12	Enough	Student 15	18	Good
Student 6	13	Enough	Student 16	16	Good
Student 7	17	Good	Student 17	13	Enough
Student 8	18	Good	Student 18	13	Enough
Student 9	12	Enough	Student 19	17	Good
Student 10	15	Good	Student 20	13	Enough

To know the level percentage of students' listening ability, it can be seen through the following table:

**Table IV.2**  
**The Level Percentage of Students' Listening Ability**

No	Level	Frequency	Percentage
1	Very Good	0	0%
2	Good	10	50%
3	Enough	10	50%
4	Less	0	0%
5	Fail	0	0%
Total		20	100%

From the table above, it can be seen that there are 5 levels of students' listening ability test score. The frequency of the students who get very good, less, and fail is 0 (0%), its mean no one had score more than 20 and less than 10, and the level of their listening ability are only at good and enough.

Besides the level above, the writer tried to find out the distribution of the students' frequency of listening ability score as following table:

**Table IV.3**  
**The Distribution of Frequency**

Score	Frequency	Percentage	Level
12	2	10%	Enough
13	7	35%	Enough
14	1	5%	Enough
15	3	15%	Good
16	1	5%	Good
17	2	10%	Good
18	3	15%	Good
19	1	5%	Good
Total	20	100%	

Based on the table, it can be seen that there are 2 students who get score 12 (10%), 7 students get score 13 (35%), 1 student gets score 14 (5%), 3 students get score 15 (15%), 1 student gets score 16 (5%), 2 students get score 17 (10%), 3 students get score 18 (15%), and 1 student gets score 19 (5%). In enough level, percentage of score 12, 13 and 14 is 50% (10%+35%+5%), and in good level, percentage of score 15, 16, 17, 18, and 19 is 50% (15%+5%+10%+15%+5%). Total of frequency is 20.

## 2. The Data Presentation of Students' Speaking Performance.

The data of Students' Speaking Performance were obtained from the students' speaking performance assessment from 2 raters. The data can be described as follows:

**Table IV.4**  
**The Students' Speaking Performance Assessment**

Students	Score		Final Score	Students	Score		Final Score
	rater 1	rater 2			rater 1	rater 2	
Student 1	15	15	15	Student 11	15	14	14.5
Student 2	18	12	15	Student 12	13	14	13.5
Student 3	16	13	14.5	Student 13	14	12	13
Student 4	19	15	17	Student 14	20	11	15.5
Student 5	13	13	13	Student 15	20	11	15.5
Student 6	16	11	13.5	Student 16	15	15	15
Student 7	18	13	15.5	Student 17	14	14	14
Student 8	19	12	15.5	Student 18	14	13	13.5
Student 9	14	13	13.5	Student 19	19	13	16
Student 10	19	13	16	Student 20	15	14	14.5

To determine the final score, the writer used the following formula:

$$\text{Final Score} = \frac{\text{Score rater 1} + \text{Score rater 2}}{2}$$

To make clearer about the distribution frequency of students' speaking performance, it can be seen through the following table:

**Table IV.5**  
**The Distribution of Frequency of Students' Speaking Performance**

Score	Frequency	Percentage
13	2	10%
13,5	4	20%
14	1	5%
14,5	3	15%
15	3	15%
15,5	4	20%
16	2	10%
17	1	5%
Total	20	100%

Based on the table above, it can be seen that there are 2 students who get score 13 (10%), 4 students get score 13,5 (20%), 1 student gets score 14 (5%), 3 students get score 14,5 (15%), 3 students get score 15 (15%), 4 students get score 15,5 (20%), 2 students get score 16 (10%), and 1 student gets score 17 (5%). The total frequency is 20.

## **B. The Data Analysis**

The data analysis presents the statistical result followed by the discussion about The Correlation between Listening Ability and Their Speaking Performance at The Second Year of MA Masmur Pekanbaru. In analyzing data, the main score, mean, and the standard deviation were analyzed by using Product Moment Correlation Coefficient formula with manual calculation.

In the previous chapter, it has been mentioned that there are two kinds of variable in this paper namely, independent variable, which is symbolized by

“X” and dependent variable, which is symbolized by “Y”. The independent variable refers to the score of the students’ listening ability in test, which is then called with variable X. Likewise, dependent variable refers to the students’ speaking performance assessment from 2 raters, which is then called with variable Y.

### 1. Data Analysis of Student’s Listening Ability

The data of students’ listening ability were obtained from the result of their listening ability test. The score of the students’ listening ability is called variable X and symbolized by “X”.

**Table IV.6**  
**Value of X, x and  $x^2$**

Students	X	x	$x^2$
1	14	-0.85	0.7225
2	15	0.15	0.0225
3	13	-1.85	3.4225
4	19	4.15	17.2225
5	12	-2.85	8.1225
6	13	-1.85	3.4225
7	17	2.15	4.6225
8	18	3.15	9.9225
9	12	-2.85	8.1225
10	15	0.15	0.0225
11	13	-1.85	3.4225
12	15	0.15	0.0225
13	13	-1.85	3.4225
14	18	3.15	9.9225
15	18	3.15	9.9225
16	16	1.15	1.3225
17	13	-1.85	3.4225
18	13	-1.85	3.4225
19	17	2.15	4.6225
20	13	-1.85	3.4225
<b>Total</b>	<b>X = 297</b>	<b>x = 0</b>	<b><math>x^2 = 98.55</math></b>

The writer got **X=297** and  **$x^2=98.55$**

### 1. Mean of variable X

Based on the table the writer got  $\sum X = 297$ , and the value of  $M_X$ :

$$M_X = \frac{\sum X}{N} = \frac{297}{20} = 14.85$$

### 2. Standard Deviation of variable X ( $SD_X$ )

Before got standard deviation of variable X, the writer have to find  $x^2$  first. Value of little X (x) is variable X (X) minus Mean X ( $M_X$ ).

$$SD_X = \sqrt{\frac{\sum x^2}{N}} \qquad x = X - M_X$$

Standard deviation of variable X can be seen as follow:

$$SD_X = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{98.55}{20}} = 2.219797288$$

## 2. Data Analysis of Students' Speaking Performance

The data of students' speaking performance were obtained from the result of their speaking performance test. Each student had 2 scores, from rater 1 and rater 2. The final score of the students' listening ability is called variable Y and symbolized by "Y". The final score is the sum of the score from rater 1 and the score from rater 2 divided by two.



**Table IV.7**  
**Value of Y, y and y<sup>2</sup>**

Students	Y	y	y <sup>2</sup>
1	15	0.325	0.105625
2	15	0.325	0.105625
3	14.5	-0.175	0.030625
4	17	2.325	5.405625
5	13	-1.675	2.805625
6	13.5	-1.175	1.380625
7	15.5	0.825	0.680625
8	15.5	0.825	0.680625
9	13.5	-1.175	1.380625
10	16	1.325	1.755625
11	14.5	-0.175	0.030625
12	13.5	-1.175	1.380625
13	13	-1.675	2.805625
14	15.5	0.825	0.680625
15	15.5	0.825	0.680625
16	15	0.325	0.105625
17	14	-0.675	0.455625
18	13.5	-1.175	1.380625
19	16	1.325	1.755625
20	14.5	-0.175	0.030625
<b>Total</b>	<b>Y = 293.5</b>	<b>y = 0</b>	<b>y<sup>2</sup> = 23.6375</b>

The writer got **Y = 293.5** and **y<sup>2</sup> = 23.6375**

1. Mean of variable Y

Based on the table the writer got **Y = 293.5**, and the value of

**M<sub>Y</sub>**:

$$M_Y = \frac{\sum Y}{N} = \frac{293.5}{20} = 14.675$$

2. Standard Deviation of variable Y (SD<sub>Y</sub>)

Before got standard deviation of variable Y, the writer had to

find **y<sup>2</sup>** first. Value of little Y (y) is variable Y (Y) minus Mean Y (M<sub>Y</sub>).

$$SD_Y = \sqrt{\frac{\sum y^2}{N}} \qquad y = Y - M_Y$$

Standard deviation of variable Y can be seen as follows:

$$SD_Y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{23.6375}{20}} = 1.087140745$$

### 3. Data Analysis of Correlation Between Students' Listening Ability and Their Speaking Performance

The data can be described as following table:

**Table IV.8**  
**The Correlation**

Students	X	Y	x	y	xy
Student 1	14	15	-0.85	0.325	-0.27625
Student 2	15	15	0.15	0.325	0.04875
Student 3	13	14.5	-1.85	-0.175	0.32375
Student 4	19	17	4.15	2.325	9.64875
Student 5	12	13	-2.85	-1.675	4.77375
Student 6	13	13.5	-1.85	-1.175	2.17375
Student 7	17	15.5	2.15	0.825	1.77375
Student 8	18	15.5	3.15	0.825	2.59875
Student 9	12	13.5	-2.85	-1.175	3.34875
Student 10	15	16	0.15	1.325	0.19875
Student 11	13	14.5	-1.85	-0.175	0.32375
Student 12	15	13.5	0.15	-1.175	-0.17625
Student 13	13	13	-1.85	-1.675	3.09875
Student 14	18	15.5	3.15	0.825	2.59875
Student 15	18	15.5	3.15	0.825	2.59875
Student 16	16	15	1.15	0.325	0.37375
Student 17	13	14	-1.85	-0.675	1.24875
Student 18	13	13.5	-1.85	-1.175	2.17375
Student 19	17	16	2.15	1.325	2.84875
Student 20	13	14.5	-1.85	-0.175	0.32375
<b>Total</b>	<b>X = 297</b>	<b>Y = 293.5</b>	<b>x = 0</b>	<b>y = 0</b>	<b>xy=40.025</b>

The writer got **xy=40.**

Value of mean and standard deviation can be described as follows:

**Table IV.9**  
**Descriptive Statistics**

Variable	Mean	Standard Deviation	N
X	14.85	2.219797288	20
Y	14.675	1.087140745	20

According to Hartono (2004:72), the formula of Product Moment Correlation Coefficient is as follows:

$$r_{XY} = \frac{\sum xy}{N \cdot SD_X \cdot SD_Y}$$

$$= \frac{40.025}{(20)(2.21980)(1.08714)} = 0.829$$

Based on the data above, it can be seen that  $\sum xy = 40.025$ , then  $SD_X = 2.219797288$  convert to  $SD_X = 2.21980$ , and  $SD_Y = 1.087140745$  convert to  $SD_Y = 1.08714$ . With  $N=20$ , the writer got  $r_{XY} = 0,829$ .

While, using “r” value table, we have to follow some ways:

- a. Looking for degree of freedom (df)

The formula is:  $df = N - Nr$ .

$N$  = Number of Samples

$Nr$  = Number of Variables

$N = 20$                        $Nr = 2$

$df = 20 - 2 = 18$

- b. Consulted with “r” value of product moment by  $df = 18$ , the writer got:

r table on significant level 5% is 0,444

r table on significant level 1% is 0,561

c. Compare  $r_o$  (value of  $r_{xy}$ ) with  $r_t$  (r table), with the following:

If  $r_o \geq r_t$  then  $H_a$  accepted and  $H_0$  rejected

If  $r_o < r_t$  then  $H_a$  rejected and  $H_0$  accepted

(0,829)  $r$  table, so  $H_a$  is accepted and  $H_0$  is rejected, it mean there is significant correlation between listening ability and their speaking performance. Because  $r_o$  is plus, it can be concluded that if there are high value of students' listening ability, so the value of their speaking performance is high too.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

The correlation between students' ability in listening and their speaking performance has been investigated at the second year of MA Masmur Pekanbaru. The research finding was based on the accurate and scientific data as well. Finally, the conclusion is as follows:

1. Mean of students' listening ability score is 14.85. There is 0% in level very good, 50% in level good, 50% in level enough, and 0% in level less and fail.
2. Standard deviation of students' listening ability is 2.219797288, it can be convert to 2.21980.
3. Mean of students' speaking performance score is 14.675. The score is using final score. The final score is the sum up of the scores from rater 1 and the score from rater 2 divided by two.
4. Standard deviation of students' speaking performance is 1.087140745, it can be convert to 1.08714.
5. From the score of mean and standard deviation of 20 students, the writer gets the result analysis of the product moment correlation coefficient is 0.829. It is higher than r table either at level 5% (0.444) or at level 1% (0.561) with degree of freedom is 18. In other words,  $0.444 < 0.829 > 0.561$ , it can be concluded that  $H_a$  is accepted and  $H_0$  is rejected. It indicates that

there is significant correlation between students' listening ability and their speaking performance at the second year of MA Masmur Pekanbaru.

6. Because the value of product moment correlation coefficient is plus, it can be concluded that if the score of students' listening ability is high, the higher the value of their speaking performance will be.

## **B. SUGGESTIONS**

From the above conclusion, the writer proposes the following recommendations. Because there is no students' score level at less and fail so not much suggestions from the writer.

### **1. Recommendation for the teacher**

1. The teacher should teach listening intensively.
2. The teacher should be a model. Meaning that he / she should always speak English inside or outside the class with his / her friends.
3. The teacher should actively give the student motivation in listening and then speaking inside or outside of the class is very important for their language ability.

### **2. Suggestion for the students**

1. The student should always be confident to listening English.
2. The student should fell envy to other school students with better achievement to provide positive motivation for them.

Student	Var X	The Score level
1	14	Enough
2	15	Good
3	13	Enough
4	19	Good
5	12	Enough
6	13	Enough
7	17	Good
8	18	Good
9	12	Enough
10	15	Good
11	13	Enough
12	15	Good
13	13	Enough
14	18	Good
15	18	Good
16	16	Good
17	13	Enough
18	13	Enough
19	17	Good
20	13	Enough

297

Student	rater 1	rater 2	Var Y
1	15	15	15
2	18	12	15
3	16	13	14.5
4	19	15	17
5	13	13	13
6	16	11	13.5
7	18	13	15.5
8	19	12	15.5
9	14	13	13.5
10	19	13	16
11	15	14	14.5
12	13	14	13.5
13	14	12	13
14	20	11	15.5
15	20	11	15.5
16	15	15	15
17	14	14	14
18	14	13	13.5
19	19	13	16
20	15	14	14.5

326

261

293.5

The Score level
Good
Good
Enough
Good
Enough
Enough
Good
Good
Enough
Good
Enough
Enough
Enough
Good
Good
Good
Enough
Enough
Good
Enough

The Score level	Level of Ability
20    Score    25	Very Good
15    Score < 20	Good
10    Score < 15	Enough
5    Score < 10	less
Score < 5	Fail

Score	Frequency
12	2
13	7
14	1
15	3
16	1
17	2
18	3
19	1
Total	20

Score (X)	Frequency (F)
12	1
13	7
14	1
15	2
16	2
17	5
18	1
19	1
Total	20



Percentage	Level
10%	Enough
35%	Enough
5%	Enough
15%	Good
5%	Good
10%	Good
15%	Good
5%	Good
100%	

Score	Frequency	Percentage
13	2	10%
13.5	4	20%
14	1	5%
14.5	3	15%
15	3	15%
15.5	4	20%
16	2	10%
17	1	5%
Total	20	100%

FX
12
91
14
30
32
85
18
19
301

Score (Y)	Frequency (F)	FY
13	2	26
13.5	4	54
14	1	14
14.5	3	43.5
15	3	45
15.5	4	62
16	2	32
17	1	17
Total	20	293.5

Students	Score	The Score level	Students	Score	The Score level
Student 1	14	Enough	Student 11	13	Enough
Student 2	15	Good	Student 12	15	Good
Student 3	13	Enough	Student 13	13	Enough
Student 4	19	Good	Student 14	18	Good
Student 5	12	Enough	Student 15	18	Good
Student 6	13	Enough	Student 16	15	Good
Student 7	17	Good	Student 17	13	Enough
Student 8	18	Good	Student 18	13	Enough
Student 9	12	Enough	Student 19	17	Good
Student 10	15	Good	Student 20	13	Enough

Student
Student 1
Student 2
Student 3
Student 4
Student 5
Student 6
Student 7
Student 8
Student 9
Student 10

score		Final Score	Student	score		Final Score
rater 1	rater 2			rater 1	rater 2	
15	15	15	Student 11	15	14	14.5
18	12	15	Student 12	13	14	13.5
16	13	14.5	Student 13	14	12	13
19	15	17	Student 14	20	11	15.5
13	13	13	Student 15	20	11	15.5
16	11	13.5	Student 16	15	15	15
18	13	15.5	Student 17	14	14	14
19	12	15.5	Student 18	14	13	13.5
14	13	13.5	Student 19	19	13	16
19	13	16	Student 20	15	14	14.5

Students	X	x	$x^2$
1	14	-0.85	0.7225
2	15	0.15	0.0225
3	13	-1.85	3.4225
4	19	4.15	17.2225
5	12	-2.85	8.1225
6	13	-1.85	3.4225
7	17	2.15	4.6225
8	18	3.15	9.9225
9	12	-2.85	8.1225
10	15	0.15	0.0225
11	13	-1.85	3.4225
12	15	0.15	0.0225
13	13	-1.85	3.4225
14	18	3.15	9.9225
15	18	3.15	9.9225
16	16	1.15	1.3225
17	13	-1.85	3.4225
18	13	-1.85	3.4225
19	17	2.15	4.6225
20	13	-1.85	3.4225
Total	297	0	98.55

Students	Y	y	$y^2$
1	15	0.325	0.105625
2	15	0.325	0.105625
3	14.5	-0.175	0.030625
4	17	2.325	5.405625
5	13	-1.675	2.805625
6	13.5	-1.175	1.380625
7	15.5	0.825	0.680625
8	15.5	0.825	0.680625
9	13.5	-1.175	1.380625
10	16	1.325	1.755625
11	14.5	-0.175	0.030625
12	13.5	-1.175	1.380625
13	13	-1.675	2.805625
14	15.5	0.825	0.680625
15	15.5	0.825	0.680625
16	15	0.325	0.105625
17	14	-0.675	0.455625
18	13.5	-1.175	1.380625
19	16	1.325	1.755625
20	14.5	-0.175	0.030625
Total	293.5	0	23.6375

MX      14.85  
SDX   2.219797288

MY      14.675  
SDY   1.087140745

r                      0.829

Students	X	Y	x	y	xy
Student 1	14	15	-0.85	0.325	-0.27625
Student 2	15	15	0.15	0.325	0.04875
Student 3	13	14.5	-1.85	-0.175	0.32375
Student 4	19	17	4.15	2.325	9.64875
Student 5	12	13	-2.85	-1.675	4.77375
Student 6	13	13.5	-1.85	-1.175	2.17375
Student 7	17	15.5	2.15	0.825	1.77375
Student 8	18	15.5	3.15	0.825	2.59875
Student 9	12	13.5	-2.85	-1.175	3.34875
Student 10	15	16	0.15	1.325	0.19875
Student 11	13	14.5	-1.85	-0.175	0.32375
Student 12	15	13.5	0.15	-1.175	-0.17625
Student 13	13	13	-1.85	-1.675	3.09875
Student 14	18	15.5	3.15	0.825	2.59875
Student 15	18	15.5	3.15	0.825	2.59875
Student 16	16	15	1.15	0.325	0.37375
Student 17	13	14	-1.85	-0.675	1.24875
Student 18	13	13.5	-1.85	-1.175	2.17375
Student 19	17	16	2.15	1.325	2.84875
Student 20	13	14.5	-1.85	-0.175	0.32375
Total	297	293.5	0	0	40.025





]



	1	2	3	4	5	6	7	8	9	10	11
1	1	0	0	0	0	0	0	0	0	1	1
2	0	1	0	1	1	1	0	0	1	0	1
3	1	1	1	1	1	1	1	1	1	1	1
4	1	0	1	1	1	1	1	1	1	0	1
5	1	1	1	1	1	1	1	0	0	1	1
6	0	0	1	1	1	0	1	0	0	0	0
7	0	1	1	1	1	1	1	1	1	1	1
8	1	0	1	0	1	0	1	1	1	1	0
9	0	0	1	0	0	1	0	1	0	1	0
10	0	0	0	0	0	0	1	0	0	0	0
	5	4	7	6	7	6	7	5	5	6	6
1	12	0	0	0	0	0	0	0	0	12	12
2	0	10	0	10	10	10	0	0	10	0	10
3	23	23	23	23	23	23	23	23	23	23	23
4	21	0	21	21	21	21	21	21	21	0	21
5	22	22	22	22	22	22	22	0	0	22	22
6	0	0	9	9	9	0	9	0	0	0	0
7	0	23	23	23	23	23	23	23	23	23	23
8	16	0	16	0	16	0	16	16	16	16	0
9	0	0	11	0	0	11	0	11	0	11	0
10	0	0	0	0	0	0	8	0	0	0	0
	94	78	125	108	124	110	122	94	93	107	111
	165	160	165	150	155	170	135	165	155	140	180
	294.321	288.375	269.750	288.375	269.750	288.375	269.750	294.321	294.321	288.375	288.375
r =	0.561	0.555	0.612	0.520	0.575	0.590	0.500	0.561	0.527	0.485	0.624
	1.586	1.569	1.730	1.471	1.625	1.667	1.416	1.586	1.490	1.373	1.765
	0.828	0.832	0.791	0.854	0.818	0.808	0.866	0.828	0.850	0.874	0.781
t =	1.915	1.886	2.187	1.723	1.986	2.064	1.635	1.915	1.752	1.571	2.260
S	0.25	0.24	0.21	0.24	0.21	0.24	0.21	0.25	0.25	0.24	0.24

12	13	14	15	16	17	18	19	20	21	22
0	1	0	1	1	1	0	1	0	1	1
0	0	1	0	1	1	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	0
1	1	1	1	1	1	1	0	1	1	1
1	1	1	1	1	1	0	1	1	1	1
0	0	1	0	1	1	0	1	0	0	1
1	1	1	1	1	1	1	1	1	1	1
0	1	0	1	1	0	1	1	1	1	0
0	1	0	1	0	0	1	0	1	1	1
1	1	0	0	1	0	0	0	1	1	0
5	8	6	7	9	7	5	6	7	8	6
0	12	0	12	12	12	0	12	0	12	12
0	0	10	0	10	10	0	0	0	0	0
23	23	23	23	23	23	23	23	23	23	0
21	21	21	21	21	21	21	0	21	21	21
22	22	22	22	22	22	0	22	22	22	22
0	0	9	0	9	9	0	9	0	0	9
23	23	23	23	23	23	23	23	23	23	23
0	16	0	16	16	0	16	16	16	16	0
0	11	0	11	0	0	11	0	11	11	11
8	8	0	0	8	0	0	0	8	8	0
97	136	108	128	144	120	94	105	124	136	98
195	120	150	195	45	115	165	120	155	120	50
294.321	235.457	288.375	269.750	176.593	269.750	294.321	288.375	269.750	235.457	288.375
0.663	0.510	0.520	0.723	0.255	0.426	0.561	0.416	0.575	0.510	0.173
1.874	1.441	1.471	2.045	0.721	1.206	1.586	1.177	1.625	1.441	0.490
0.749	0.860	0.854	0.691	0.967	0.905	0.828	0.909	0.818	0.860	0.985
2.502	1.675	1.723	2.959	0.745	1.333	1.915	1.294	1.986	1.675	0.498
0.25	0.16	0.24	0.21	0.09	0.21	0.25	0.24	0.21	0.16	0.24

23	24	25
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1	1	0	12	
0	0	1	10	
0	1	1	23	
1	0	1	21	
1	1	1	22	
0	0	0	9	
1	1	0	23	
1	1	0	16	
1	0	0	11	
1	1	0	8	
7	6	4	155	
12	12	0	144	
0	0	10	100	
0	23	23	529	
21	0	21	441	
22	22	22	484	
0	0	0	81	
23	23	0	529	
16	16	0	256	
11	0	0	121	3465
8	8	0	64	
113	104	76	2749	
45	110	140		
269.750	288.375	288.375		
0.167	0.381	0.485	k/k-1	1.041667
			r =	0.875421
0.472	1.079	1.373		
0.986	0.924	0.874		
0.479	1.167	1.571		
			St	34.65
0.21	0.24	0.24	5.53	

Number of item	r test	<b>r table</b>	t test	<b>t table</b>	validity	classification
Item 1	0.561	<b>0.443</b>	1.915	<b>1.397</b>	valid	used
Item 2	0.555	<b>0.443</b>	1.886	<b>1.397</b>	valid	used
Item 3	0.612	<b>0.443</b>	2.187	<b>1.397</b>	valid	used
Item 4	0.520	<b>0.443</b>	1.723	<b>1.397</b>	valid	used
Item 5	0.575	<b>0.443</b>	1.986	<b>1.397</b>	valid	used
Item 6	0.590	<b>0.443</b>	2.064	<b>1.397</b>	valid	used
Item 7	0.500	<b>0.443</b>	1.635	<b>1.397</b>	valid	used
Item 8	0.561	<b>0.443</b>	1.915	<b>1.397</b>	valid	used
Item 9	0.527	<b>0.443</b>	1.752	<b>1.397</b>	valid	used
Item 10	0.485	<b>0.443</b>	1.571	<b>1.397</b>	valid	used
Item 11	0.624	<b>0.443</b>	2.260	<b>1.397</b>	valid	used
Item 12	0.663	<b>0.443</b>	2.502	<b>1.397</b>	valid	used
Item 13	0.510	<b>0.443</b>	1.675	<b>1.397</b>	valid	used
Item 14	0.520	<b>0.443</b>	1.723	<b>1.397</b>	valid	used
Item 15	0.723	<b>0.443</b>	2.959	<b>1.397</b>	valid	used
Item 16	0.255	<b>0.443</b>	0.745	<b>1.397</b>	invalid	revised
Item 17	0.426	<b>0.443</b>	1.333	<b>1.397</b>	invalid	revised
Item 18	0.561	<b>0.443</b>	1.915	<b>1.397</b>	valid	used
Item 19	0.416	<b>0.443</b>	1.294	<b>1.397</b>	invalid	revised
Item 20	0.575	<b>0.443</b>	1.986	<b>1.397</b>	valid	used
Item 21	0.510	<b>0.443</b>	1.675	<b>1.397</b>	valid	used
Item 22	0.173	<b>0.443</b>	0.498	<b>1.397</b>	invalid	revised
Item 23	0.167	<b>0.443</b>	0.479	<b>1.397</b>	invalid	revised
Item 24	0.381	<b>0.443</b>	1.167	<b>1.397</b>	invalid	revised
Item 25	0.485	<b>0.443</b>	1.571	<b>1.397</b>	valid	used

Item (i)	Variant of Item (Si)
1	0.25
2	0.24
3	0.21
4	0.24
5	0.21
6	0.24
7	0.21
8	0.25
9	0.25
10	0.24
11	0.24
12	0.25
13	0.16
14	0.24
15	0.21
16	0.09
17	0.21
18	0.25
19	0.24
20	0.21
21	0.16
22	0.24
23	0.21
24	0.24
25	0.24
$\sum Si =$	5.53

Item of the Test	Students										Number of Items
	1	2	3	4	5	6	7	8	9	10	
Item 1	1	0	1	1	1	0	0	1	0	0	5
Item 2	0	1	1	0	1	0	1	0	0	0	4
Item 3	0	0	1	1	1	1	1	1	1	0	7
Item 4	0	1	1	1	1	1	1	0	0	0	6
Item 5	0	1	1	1	1	1	1	1	0	0	7
Item 6	0	1	1	1	1	0	1	0	1	0	6
Item 7	0	0	1	1	1	1	1	1	0	1	7
Item 8	0	0	1	1	0	0	1	1	1	0	5
Item 9	0	1	1	1	0	0	1	1	0	0	5
Item 10	1	0	1	0	1	0	1	1	1	0	6
Item 11	1	1	1	1	1	0	1	0	0	0	6
Item 12	0	0	1	1	1	0	1	0	0	1	5
Item 13	1	0	1	1	1	0	1	1	1	1	8
Item 14	0	1	1	1	1	1	1	0	0	0	6
Item 15	1	0	1	1	1	0	1	1	1	0	7
Item 16	1	1	1	1	1	1	1	1	0	1	9
Item 17	1	1	1	1	1	1	1	0	0	0	7
Item 18	0	0	1	1	0	0	1	1	1	0	5
Item 19	1	0	1	0	1	1	1	1	0	0	6
Item 20	0	0	1	1	1	0	1	1	1	1	7
Item 21	1	0	1	1	1	0	1	1	1	1	8
Item 22	1	0	0	1	1	1	1	0	1	0	6
Item 23	1	0	0	1	1	0	1	1	1	1	7
Item 24	1	0	1	0	1	0	1	1	0	1	6
Item 25	0	1	1	1	1	0	0	0	0	0	4
Total	12	10	23	21	22	9	23	16	11	8	155

Item		
Students	X	Y
Student 1	1	12
Student 2	0	10
Student 3	1	23
Student 4	1	21
Student 5	1	22
Student 6	0	9
Student 7	0	23
Student 8	1	16
Student 9	0	11
Student 10	0	8
Jumlah	X= 5	Y= 155

Item		
Students	X	Y
Student 1	0	12
Student 2	1	10
Student 3	1	23
Student 4	0	21
Student 5	1	22
Student 6	0	9
Student 7	1	23
Student 8	0	16
Student 9	0	11
Student 10	0	8
Jumlah	X= 4	Y= 155

Item		
Students	X	Y
Student 1	0	12
Student 2	0	10
Student 3	1	23
Student 4	1	21
Student 5	1	22
Student 6	1	9
Student 7	1	23
Student 8	1	16
Student 9	1	11
Student 10	0	8
Jumlah	X= 7	Y= 155

Item		
Students	X	Y

Student 1	0	12
Student 2	1	10
Student 3	1	23
Student 4	1	21
Student 5	1	22
Student 6	1	9
Student 7	1	23
Student 8	0	16
Student 9	0	11
Student 10	0	8
Jumlah	X= 6	Y= 155

Item

Students	X	Y
Student 1	0	12
Student 2	1	10
Student 3	1	23
Student 4	1	21
Student 5	1	22
Student 6	1	9
Student 7	1	23
Student 8	1	16
Student 9	0	11
Student 10	0	8
Jumlah	X= 7	Y= 155

Item

Students	X	Y
Student 1	0	12
Student 2	1	10
Student 3	1	23
Student 4	1	21
Student 5	1	22
Student 6	0	9
Student 7	1	23
Student 8	0	16
Student 9	1	11
Student 10	0	8
Jumlah	X= 6	Y= 155

Item

Students	X	Y
Student 1	0	12
Student 2	0	10
Student 3	1	23
Student 4	1	21

Student 5	1	22
Student 6	1	9
Student 7	1	23
Student 8	1	16
Student 9	0	11
Student 10	1	8
Jumlah	X= 7	Y= 155

Item

Students	X	Y
Student 1	0	12
Student 2	0	10
Student 3	1	23
Student 4	1	21
Student 5	0	22
Student 6	0	9
Student 7	1	23
Student 8	1	16
Student 9	1	11
Student 10	0	8
Jumlah	X= 5	Y= 155

Item

Students	X	Y
Student 1	0	12
Student 2	1	10
Student 3	1	23
Student 4	1	21
Student 5	0	22
Student 6	0	9
Student 7	1	23
Student 8	1	16
Student 9	0	11
Student 10	0	8
Jumlah	X= 5	Y= 155

Item

Students	X	Y
Student 1	1	12
Student 2	0	10
Student 3	1	23
Student 4	0	21
Student 5	1	22
Student 6	0	9
Student 7	1	23
Student 8	1	16



Student 9	1	11
Student 10	0	8
Jumlah	X= 6	Y= 155

1

$X^2$	$Y^2$	XY
1	144	12
0	100	0
1	529	23
1	441	21
1	484	22
0	81	0
0	529	0
1	256	16
0	121	0
0	64	0
$X^2=$ 5	$Y^2=$ 2749	$XY=$ 94

Item 11

Students	X	Y	$X^2$	$Y^2$	XY
Student 1	1	12	1	144	12
Student 2	1	10	1	100	10
Student 3	1	23	1	529	23
Student 4	1	21	1	441	21
Student 5	1	22	1	484	22
Student 6	0	9	0	81	0
Student 7	1	23	1	529	23
Student 8	0	16	0	256	0
Student 9	0	11	0	121	0
Student 10	0	8	0	64	0
Jumlah	X= 6	Y= 155	$X^2=$ 6	$Y^2=$ 2749	$XY=$ 111

Students	X
Student 1	1
Student 2	0
Student 3	1
Student 4	1
Student 5	1
Student 6	0
Student 7	1
Student 8	1
Student 9	1
Student 10	1
Jumlah	X= 8

2

$X^2$	$Y^2$	XY
0	144	0
1	100	10
1	529	23
0	441	0
1	484	22
0	81	0
1	529	23
0	256	0
0	121	0
0	64	0
$X^2=$ 4	$Y^2=$ 2749	$XY=$ 78

Item 12

Students	X	Y	$X^2$	$Y^2$	XY
Student 1	0	12	0	144	0
Student 2	0	10	0	100	0
Student 3	1	23	1	529	23
Student 4	1	21	1	441	21
Student 5	1	22	1	484	22
Student 6	0	9	0	81	0
Student 7	1	23	1	529	23
Student 8	0	16	0	256	0
Student 9	0	11	0	121	0
Student 10	1	8	1	64	8
Jumlah	X= 5	Y= 155	$X^2=$ 5	$Y^2=$ 2749	$XY=$ 97

Students	X
Student 1	1
Student 2	0
Student 3	0
Student 4	1
Student 5	1
Student 6	1
Student 7	1
Student 8	0
Student 9	1
Student 10	0
Jumlah	X= 6

3

$X^2$	$Y^2$	XY
0	144	0
0	100	0
1	529	23
1	441	21
1	484	22
1	81	9
1	529	23
1	256	16
1	121	11
0	64	0
$X^2=$ 7	$Y^2=$ 2749	$XY=$ 125

Item 13

Students	X	Y	$X^2$	$Y^2$	XY
Student 1	1	12	1	144	12
Student 2	0	10	0	100	0
Student 3	1	23	1	529	23
Student 4	1	21	1	441	21
Student 5	1	22	1	484	22
Student 6	0	9	0	81	0
Student 7	1	23	1	529	23
Student 8	1	16	1	256	16
Student 9	1	11	1	121	11
Student 10	1	8	1	64	8
Jumlah	X= 8	Y= 155	$X^2=$ 8	$Y^2=$ 2749	$XY=$ 136

Students	X
Student 1	1
Student 2	0
Student 3	0
Student 4	1
Student 5	1
Student 6	0
Student 7	1
Student 8	1
Student 9	1
Student 10	1
Jumlah	X= 7

4

$X^2$	$Y^2$	XY
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Item 14

Students	X	Y	$X^2$	$Y^2$	XY
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Students	X
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0	144	0
1	100	10
1	529	23
1	441	21
1	484	22
1	81	9
1	529	23
0	256	0
0	121	0
0	64	0
$X^2=$ 6	$Y^2=$ 2749	$XY=$ 108

Student 1	0	12	0	144	0
Student 2	1	10	1	100	10
Student 3	1	23	1	529	23
Student 4	1	21	1	441	21
Student 5	1	22	1	484	22
Student 6	1	9	1	81	9
Student 7	1	23	1	529	23
Student 8	0	16	0	256	0
Student 9	0	11	0	121	0
Student 10	0	8	0	64	0
Jumlah	X= 6	Y= 155	$X^2=$ 6	$Y^2=$ 2749	$XY=$ 108

Student 1	1
Student 2	0
Student 3	1
Student 4	0
Student 5	1
Student 6	0
Student 7	1
Student 8	1
Student 9	0
Student 10	1
Jumlah	X= 6

5

$X^2$	$Y^2$	$XY$
0	144	0
1	100	10
1	529	23
1	441	21
1	484	22
1	81	9
1	529	23
1	256	16
0	121	0
0	64	0
$X^2=$ 7	$Y^2=$ 2749	$XY=$ 124

Item 15

Students	X	Y	$X^2$	$Y^2$	$XY$
Student 1	1	12	1	144	12
Student 2	0	10	0	100	0
Student 3	1	23	1	529	23
Student 4	1	21	1	441	21
Student 5	1	22	1	484	22
Student 6	0	9	0	81	0
Student 7	1	23	1	529	23
Student 8	1	16	1	256	16
Student 9	1	11	1	121	11
Student 10	0	8	0	64	0
Jumlah	X= 7	Y= 155	$X^2=$ 7	$Y^2=$ 2749	$XY=$ 128

Students	X
Student 1	0
Student 2	1
Student 3	1
Student 4	1
Student 5	1
Student 6	0
Student 7	0
Student 8	0
Student 9	0
Student 10	0
Jumlah	X= 4

6

$X^2$	$Y^2$	$XY$
0	144	0
1	100	10
1	529	23
1	441	21
1	484	22
0	81	0
1	529	23
0	256	0
1	121	11
0	64	0
$X^2=$ 6	$Y^2=$ 2749	$XY=$ 110

Item 16

Students	X	Y	$X^2$	$Y^2$	$XY$
Student 1	1	12	1	144	12
Student 2	1	10	1	100	10
Student 3	1	23	1	529	23
Student 4	1	21	1	441	21
Student 5	1	22	1	484	22
Student 6	1	9	1	81	9
Student 7	1	23	1	529	23
Student 8	1	16	1	256	16
Student 9	0	11	0	121	0
Student 10	1	8	1	64	8
Jumlah	X= 9	Y= 155	$X^2=$ 9	$Y^2=$ 2749	$XY=$ 144

7

$X^2$	$Y^2$	$XY$
0	144	0
0	100	0
1	529	23
1	441	21

Item 17

Students	X	Y	$X^2$	$Y^2$	$XY$
Student 1	1	12	1	144	12
Student 2	1	10	1	100	10
Student 3	1	23	1	529	23
Student 4	1	21	1	441	21

1	484	22
1	81	9
1	529	23
1	256	16
0	121	0
1	64	8
$X^2=$	$Y^2=$	$XY=$
7	2749	122

Student 5	1	22	1	484	22
Student 6	1	9	1	81	9
Student 7	1	23	1	529	23
Student 8	0	16	0	256	0
Student 9	0	11	0	121	0
Student 10	0	8	0	64	0
Jumlah	$X=$	$Y=$	$X^2=$	$Y^2=$	$XY=$
	7	155	7	2749	120

8

$X^2$	$Y^2$	$XY$
0	144	0
0	100	0
1	529	23
1	441	21
0	484	0
0	81	0
1	529	23
1	256	16
1	121	11
0	64	0
$X^2=$	$Y^2=$	$XY=$
5	2749	94

Item 18

Students	X	Y	$X^2$	$Y^2$	$XY$
Student 1	0	12	0	144	0
Student 2	0	10	0	100	0
Student 3	1	23	1	529	23
Student 4	1	21	1	441	21
Student 5	0	22	0	484	0
Student 6	0	9	0	81	0
Student 7	1	23	1	529	23
Student 8	1	16	1	256	16
Student 9	1	11	1	121	11
Student 10	0	8	0	64	0
Jumlah	$X=$	$Y=$	$X^2=$	$Y^2=$	$XY=$
	5	155	5	2749	94

9

$X^2$	$Y^2$	$XY$
0	144	0
1	100	10
1	529	23
1	441	21
0	484	0
0	81	0
1	529	23
1	256	16
0	121	0
0	64	0
$X^2=$	$Y^2=$	$XY=$
5	2749	93

Item 19

Students	X	Y	$X^2$	$Y^2$	$XY$
Student 1	1	12	1	144	12
Student 2	0	10	0	100	0
Student 3	1	23	1	529	23
Student 4	0	21	0	441	0
Student 5	1	22	1	484	22
Student 6	1	9	1	81	9
Student 7	1	23	1	529	23
Student 8	1	16	1	256	16
Student 9	0	11	0	121	0
Student 10	0	8	0	64	0
Jumlah	$X=$	$Y=$	$X^2=$	$Y^2=$	$XY=$
	6	155	6	2749	105

10

$X^2$	$Y^2$	$XY$
1	144	12
0	100	0
1	529	23
0	441	0
1	484	22
0	81	0
1	529	23
1	256	16

Item 20

Students	X	Y	$X^2$	$Y^2$	$XY$
Student 1	0	12	0	144	0
Student 2	0	10	0	100	0
Student 3	1	23	1	529	23
Student 4	1	21	1	441	21
Student 5	1	22	1	484	22
Student 6	0	9	0	81	0
Student 7	1	23	1	529	23
Student 8	1	16	1	256	16

1	121	11
0	64	0
$X^2=$ 6	$Y^2=$ 2749	$XY=$ 107

Student 9	1	11	1	121	11
Student 10	1	8	1	64	8
Jumlah	$X=$ 7	$Y=$ 155	$X^2=$ 7	$Y^2=$ 2749	$XY=$ 124

Item 21

Y	X <sup>2</sup>	Y <sup>2</sup>	XY
12	1	144	12
10	0	100	0
23	1	529	23
21	1	441	21
22	1	484	22
9	0	81	0
23	1	529	23
16	1	256	16
11	1	121	11
8	1	64	8
Y=	X <sup>2</sup> =	Y <sup>2</sup> =	XY=
155	8	2749	136

Item 22

Y	X <sup>2</sup>	Y <sup>2</sup>	XY
12	1	144	12
10	0	100	0
23	0	529	0
21	1	441	21
22	1	484	22
9	1	81	9
23	1	529	23
16	0	256	0
11	1	121	11
8	0	64	0
Y=	X <sup>2</sup> =	Y <sup>2</sup> =	XY=
155	6	2749	98

Item 23

Y	X <sup>2</sup>	Y <sup>2</sup>	XY
12	1	144	12
10	0	100	0
23	0	529	0
21	1	441	21
22	1	484	22
9	0	81	0
23	1	529	23
16	1	256	16
11	1	121	11
8	1	64	8
Y=	X <sup>2</sup> =	Y <sup>2</sup> =	XY=
155	7	2749	113

Item 24

Y	X <sup>2</sup>	Y <sup>2</sup>	XY
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12	1	144	12
10	0	100	0
23	1	529	23
21	0	441	0
22	1	484	22
9	0	81	0
23	1	529	23
16	1	256	16
11	0	121	0
8	1	64	8
Y=	X <sup>2</sup> =	Y <sup>2</sup> =	XY=
155	6	2749	104

Item 25

Y	X <sup>2</sup>	Y <sup>2</sup>	XY
12	0	144	0
10	1	100	10
23	1	529	23
21	1	441	21
22	1	484	22
9	0	81	0
23	0	529	0
16	0	256	0
11	0	121	0
8	0	64	0
Y=	X <sup>2</sup> =	Y <sup>2</sup> =	XY=
155	4	2749	76

df	t	r
1	3.078	0.951
2	1.886	0.800
3	1.638	0.687
4	1.553	0.608
5	1.476	0.551
6	1.440	0.507
7	1.415	0.472
<b>8</b>	<b>1.397</b>	<b>0.443</b>
9	1.383	0.419
10	1.372	0.398
11	1.363	0.380
12	1.356	0.365
13	1.350	0.351
14	1.345	0.338
15	1.341	0.327
16	1.337	0.317
17	1.333	0.308
18	1.330	0.229
19	1.328	0.291
20	1.325	0.284
21	1.323	0.277
22	1.321	0.271
23	1.319	0.265
24	1.318	0.260
25	1.316	0.255

df	TARAF SIGNIFIKAN	
	5%	1%
1	0.997	1.000
2	0.950	0.990
3	0.878	0.959
4	0.811	0.917
5	0.754	0.874
6	0.707	0.834
7	0.666	0.798
<b>8</b>	<b>0.632</b>	<b>0.765</b>
9	0.602	0.735
10	0.576	0.708
11	0.553	0.684
12	0.532	0.661
13	0.514	0.641
14	0.497	0.623
15	0.482	0.606
16	0.468	0.590
17	0.456	0.575
<b>18</b>	<b>0.444</b>	<b>0.561</b>
19	0.433	0.549
20	0.423	0.537
21	0.413	0.526
22	0.404	0.515
23	0.369	0.505
24	0.388	0.496
25	0.381	0.487



**THE CORRELATION BETWEEN LISTENING ABILITY AND THEIR  
SPEAKING PERFORMANCE AT THE SECOND YEAR OF  
MADRASAH ALIYAH (MA) MASMUR PEKANBARU**

A Thesis

Submitted to Fulfill One of the Requirements  
for Bachelor Degree in English Education  
(S.Pd.)



**BY**

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